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ABSTRACT

Presented is a revised working draft of Connecticut's 5-year (1975-1980) state plan for the identification and education of the gifted and talented (GT). Briefly discussed in the first three sections are an overview and position statement (concerning legislation, administration and personnel); projected needs assessment; goals, objectives, and implementation strategies (such as planning inservice training programs, collecting and evaluating data on effective programing for GT students, and securing needed funding and technical assistance). (LH)

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A STATE PLAN FOR THE

EDUCATION OF THE GIFTED AND TALENTED

1975 - 80

STATE OF CONNECTICUT

CONNECTICUT STATE BOARD OF EDUCATION

BOX 2219

HARTFORD, CONNECTICUT 06115

(Working Draft)
2nd Revision Fall 1975

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Prepared by

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Pupil Personnel and Special Educational Services
Hartford, Connecticut

STATE PLAN FOR THE EDUCATION OF THE GIFTED AND TALENTED
1975 - 1980

Section I

Overview

Connecticut has been concerned with the problems of the Gifted and/or Talented since 1955, when John Hersey served as Chairman of the initial study committee on the gifted and talented in Connecticut which made a report to the Connecticut State Board of Education. According to him, "Our uncertainty about exactly how to develop talent is only part of the greatest unsolved problems in American education - the problem of how to help every child realize his or her maximum potential."

The Connecticut State Plan activates the findings of both the White House Task Force Report on the Gifted and Talented of 1968 and the U.S. Commissioners' Report of 1971 by providing the three major components to implement a state-wide program for the gifted and talented. The Department provides: 1) a full-time consultative position in the Bureau of Pupil Personnel and Special Educational Services to assist LEA's in designing and developing special education programs for such children and youth; 2) a state statute to provide two-thirds excess cost reimbursements to LEA's for such programs and 3) provides professional development programs to train professional personnel through college and university graduate programs and in-service training provided by the Department. Equal opportunities for all children and youth is the Department's basic educational position; equal opportunities for those with special needs, including the gifted and talented, is a top priority with the Department.

Position Statement

The Department of Education recognizes the needs of all children and youth being served by its one hundred sixty four school districts and assists them in developing educational programs which provide maximum opportunities for all children and youth to fulfill their capabilities.

The Department of Education recognizes that many children and youth in Connecticut have special needs which cannot be met in general education, but which can be provided through special programs and/or services. These special programs and/or services are needed by many types of exceptional children and youth ranging from the severely handicapped to the highly gifted and talented.

Connecticut's legislation, Section 10-76(a-j) of the Connecticut General Statutes reflects its commitment to all children and youth requiring special education. Equal opportunities for all children and youth with special education needs are provided for under this statute. The gifted and/or talented in Connecticut are those possessing extraordinary learning ability and outstanding talent in the creative arts. These two definitions include both demonstrated and potential ability and talent and include differentiated experiences and activities for

those who have very superior demonstrated ability, the potential to gain such ability, bright underachievers, high creative producers, outstanding talent in music, the visual and the performing arts.

It is the Department's position that these children and youth are found in every school district regardless of age-groups, ethnic groups, socioeconomic conditions and geographical environments. The gifted and talented know none of these barriers and they possess the demonstrated and potential ability to become the future leaders of Connecticut and America as a whole.

CONNECTICUT STATE PLAN FOR THE GIFTED AND TALENTED
1975 - 1980

Section 2

Assessment of Needs
Historical Perspective

The Bureau of Pupil Personnel and Special Educational Services of the Department of Education conducted its initial survey of the LEA's in Conrecticut in 1966-67. This survey indicated that only four (4) of the then existing one hundred sixty-nine (169) LEA's had formed programs for the gifted and talented. It also indicated that less than five hundred gifted and talented children and youth were being provided with an organized program for the gifted and talented.

Based on an incidence of 10% of the public school population of 600,000, this meant that the needs of approximately 60,000 of such children and youth were not being served in our public elementary and secondary schools throughout the State.

Since 1967, the Bureau has undertaken an annual survey of the needs of the gifted and talented throughout Connecticut. The survey usually attempts to ascertain the numbers of such children and youth being served; the numbers of programs in the LEA's; the number of professional and paraprofessional personnel involved with the gifted and talented; the number of professional personnel being trained through our graduate training programs.

Since 1967, the number of approved programs have increased from four (4) to eighty (80), serving approximately 5,200 out of 600,000 students (1974) serving 1/12th of the population. Based on current projections Connecticut with its existing permissive legislation could be serving approximately 12,000 of these students by the end of 1980 which would be 1/16th of the population. This projection is based on the same rate of growth the programs enjoyed between 1967 and 1974.

CONNECTICUT STATE PLAN FOR THE GIFTED AND TALENTED
1975 - 1980

Section 3

I. Goals and Objectives

Introduction

The goal of the Connecticut State Board of Education with respect to the education of children and youth requiring assistance for their extraordinary learning ability and/or their outstanding talent in the creative arts is that these children and youth be provided with adequate programs and services to meet their special needs.

Most of the goals and objectives of this plan derived directly from Sections 10-76a through j of the General Statutes.

With some exceptions "goals" and "objectives" are stated as anticipated activities of LEA's; "Strategies" are stated as anticipated activities of the State Board of Education to enable LEA's to achieve their goals and objectives.

These goals, objectives and strategies are not stated in terms of behavioral objectives for either children or professional staff, their achievements would certainly make a strong impact on professional activities and on the education of Gifted and/or Talented.

II. Procedures

The total picture of the education of the gifted and/or talented was studied by various means including a survey of all LEA's; a random stratified sample of all professional personnel in special education and pupil personnel positions; a survey of colleges and universities involved in teacher preparation; interviews with parents, lay and professional groups working with the gifted and/or talented; a random sample survey of instructional staff in the LEA's; and a needs assessment survey conducted through two regional meetings on the gifted and talented.

After the identification of the goals, objectives were formulated in terms of what LEA's would do in order to attain the goals. Finally, strategies were developed. Strategies are those activities undertaken by the State Department of Education to enable the LEA's to achieve the objectives set for them as stepping stones toward the ultimate achievement of the major goals.

Reactions were sought from the following:

1. The Connecticut Association for the Gifted
2. State Federation of the Council for Exceptional Children
3. State Advisory Council on Special Education
4. The State Advisory Committee on Professional Development in Special Education
5. State Task Force on Gifted and/or Talented
6. All Local Programs for the Gifted and Talented

III. Goals, Objectives and Strategies

Goal #1 THE GENERAL ASSEMBLY, THROUGH ITS JOINT STANDING COMMITTEE ON
2-76 EDUCATION, KEEPS ITSELF CONTINUALLY INFORMED ON THE CONDITION, PROGRESS
thru AND NEEDS OF PROGRAMS FOR THE GIFTED AND TALENTED IN CONNECTICUT AND
6-80 TAKES APPROPRIATE LEGISLATIVE ACTION TO PROMOTE, SUPPORT AND IMPROVE THE EDUCATION OF SUCH CHILDREN AND YOUTH.

Objective #1 The General Assembly, through its Joint Standing Committee
3-76 on Education, annually receives and reviews a comprehensive report from the State Board of Education describing the educational status, needs and recommendations relating to the improvement of the education of the gifted and talented in Connecticut.

STRATEGIES: the State Board of Education shall:

1. make an annual comprehensive report of the status and needs of the
2-76 education of the gifted and talented in Connecticut to the Joint
thru Standing Committee on Education of the General Assembly and annually
2-80 reviews said report with said committee or appointed sub-committee.

2. encourage the Joint Standing Committee on Education to introduce into
2-76 the General Assembly legislation conducive to the improvement of ed-
thru ucation for the gifted and talented in Connecticut.
2-80

Goal #2 EACH CONNECTICUT LEA PROVIDES APPROPRIATE SPECIAL PROGRAMS AND SERVICES FOR ALL CHILDREN AND YOUTH POSSESSING EXTRAORDINARY
9-80 LEARNING ABILITIES AND/OR OUTSTANDING TALENT IN THE CREATIVE ARTS

Objective #1 Each Connecticut LEA submit a plan to the State Board of Education detailing the following:
9-78

a. methods to be followed for locating children and youth who may possibly be identified as being Gifted and/or Talented, along with methods and procedures for positive identification and the criteria for eligibility.

b. the current extent of provisions for the gifted and talented by the LEA.

c. the needs for:

   (1) Instructional and ancillary staff.

   (2) Facilities, equipment and materials.

   (3) Transportation.

   (4) Special Consultative Services.

   (5) "Out of School" placement.

d. the procedures to be used in planning and providing differentiated programs and/or services to the gifted and talented.

e. the schedule and means by which the LEA will provide appropriate services and programs to all eligible children.

STRATEGIES: the State Board of Education shall develop and disseminate the following:

1-76 a. Prior approval forms to LEA's.

1-76 b. Appropriate definitions on gifted and/or talented children and youth for whom the LEA's are responsible.

8-76 c. Procedures by which the gifted and/or talented may be identified.

1-77 d. Criteria whereby LEA's shall determine the eligibility of the gifted and talented.

1-76 e. "A Guide to Administrative Regulations, and Policies and Procedures in the Provisions of Differentiated Programs for the Gifted and Talented in Connecticut."

1-76 f. Any plans which may be necessary to assist LEA's in meeting special program needs such as:

1. new or expanded in-service training programs.
2. use on non-LEA screening and identification processes.
3. proposing mandated legislation for the gifted and talented.
4. designing plans for regional programs for the gifted and talented.
5. utilizing Regional Educational Centers to provide technical assistance to school districts in their respective areas.

5-76 thru 5-80 g. Reviews, evaluates and informs LEA's as to the acceptance of their prior-approval plans and/or the necessary revisions along with deadlines for submitting them.

9-79 Objective #2 Each LEA completes the implementation of its prior approved differentiated programs for the gifted and/or talented and reports progress to the State Department of Education at the conclusion of the school year.

STRATEGIES: the State Board of Education shall:

4-76 a. develops methods to use Regional Educational Centers to assist the Department in collection of data and reviewing progress reports of LEA's in their respective districts.

4-77 b. develops and distributes to each LEA a form(s) designed to collect data indicating the extent to which LEA's are progressing in the implementation of their prior approved programs.

4-78 c. review progress reports and indicate to each LEA the degree of acceptability of such progress and make specific recommendations.

9-79 Objective #3 Each LEA completes and fully implements its prior approved plan and continues to provide and improve differentiated programs for the gifted and talented.

9-79 a. each LEA reports the status of its gifted and talented programs and services to the State Board of Education and such reports, indicate as a minimum, adequate programs and services for the gifted and talented.

9-79 b. each LEA indicates new approaches, expansions and/or developments that have been or are planned to be introduced in the differentiated programs for the gifted and talented.

STRATEGIES: the State Board of Education shall:

1-76 a. designs and introduces into the General Assembly legislative proposals aimed at mandating special education programs for the gifted and talented in Connecticut.

1-77 b. develops and distributes a form designed to indicate the degree to which each LEA has fully implemented its prior approved programs for gifted and talented.

7-76 c. develops and implements an effective delivery system for informing and encouraging all LEA's to consider and introduce more promising and effective differentiated approaches to the education of the gifted and talented. The delivery system will be developed by organizing the Regional Educational Centers to become an integral part of such a delivery system.

1-77 d. reviews LEA reports, prior approves programs and, in cases where plans have not been fully implemented, requires full implementation according to conditions acceptable to the State Board.

9-79 Goal #3 ALL CONNECTICUT LEA's CONTINUOUSLY IMPROVE THE QUALITY OF THEIR PROGRAMS FOR GIFTED AND TALENTED CHILDREN AND YOUTH (10-76b).

9-77 Objective #1 All LEA's submit to the State Board of Education a plan for the continuous evaluation of the quality of their differentiated programs in terms of behavioral objectives established for gifted and talented children and youth.

STRATEGIES: the State Board of Education:

9-75 a. develops and distributes a "Guide to the Evaluation of Programs for the Gifted and Talented."

12-76 b. provides opportunities for appropriate LEA Staff to become competent in the techniques of evaluation of differentiated programs for the gifted and talented through workshops and seminars conducted through various Regional Educational Centers.

2-78 c. develops and distributes a form on which all LEA's submit to the State Board of Education their plans for continuous evaluation of their programs for the gifted and talented.

2-79 d. reviews each LEA's plans for evaluation and makes appropriate recommendations.

9-79 Objective #2 All LEA's revise and improve their educational goals, objectives, differentiated strategies and evaluative procedures with respect to programs for the gifted and talented.

STRATEGIES: the State Board of Education:

7-79 a. require biennial reports from all LEA's indicating their revisions and improvements of evaluative procedures.

8-79 b. review and makes appropriate recommendations concerning said revisions.

9-80 Objective #3 All LEA's provide effective in-service training programs for those professional and para-professional staff members involved in the education of gifted and talented children and youth.

STRATEGIES: the State Board of Education:

9-76 a. prepares and distributes to all LEA's a "Guide to In-Service Training for Professional Personnel in the Education of the Gifted and Talented."

9-75 b. assists in the provision of technical assistance, and materials, and equipment necessary for effective in-service training of staff at the LEA level.

9-75 c. organize and develop structure to involve the Regional Educational Centers in assisting their respective LEA's in providing effective in-service training.

9-80 Objective #4 All LEA's design and develop differentiated curricula and teaching strategies as primary components of their special education programs for the gifted and talented.

STRATEGIES: the State Board of Education:

9-75 a. prepares and distributes to all LEA's a "Guide to Differentiated Curricula and Strategies for Gifted and Talented Programs."

9-75 b. assists in the provision of technical assistance and differentiated materials and resources necessary for effective differentiated programming at the LEA level. Regional Education Centers will be used to assist in this strategy.

1-76 Goal #4 DEVELOPMENT OF INTER-DISTRICT EDUCATIONAL PROGRAMS.

9-76 Objective #1 LEA's are to identify target groups of students who could best be served by inter-district programs.

STRATEGIES: the State Board of Education shall through the Regional Educational Centers:

9-75 a. disseminate information to LEA's describing successful inter-district efforts in Connecticut and other states.

1-76 b. provide technical assistance to LEA's to plan inter-district programs.

Objective #2 LEA's to develop and submit plans to the State Board of Education for inter-district programs.

STRATEGIES: the State Board of Education shall:

4-77 a. develops and distributes criteria describing acceptability of inter-district programs for the gifted and talented.

4-77 b. develops and provides form(s) for use by groups of LEA's in applying for approval and funding of cooperative gifted and talented programs.

2-78 c. reviews and takes action as to approval of inter-district differentiated programs for gifted and talented children and youth.

9-78 Objective #3 LEA's shall implement approved inter-district programs.

3-79 Objective #4 LEA inter-district units shall evaluate the effectiveness of their programs annually.

STRATEGIES: the State Board of Education shall:

1-76 a. encourage applications for funding from LEA's under appropriate legislation, section 10-76e of the general statutes.

1-76 b. encourage LEA's to work through existing Regional Educational Centers for the provision of technical assistance and information relative to criteria for approval and evaluations of such programs.

A STATE PLAN FOR THE EDUCATION OF THE GIFTED AND TALENTED

PREPARED BY

DIVISION OF INSTRUCTIONAL SERVICES
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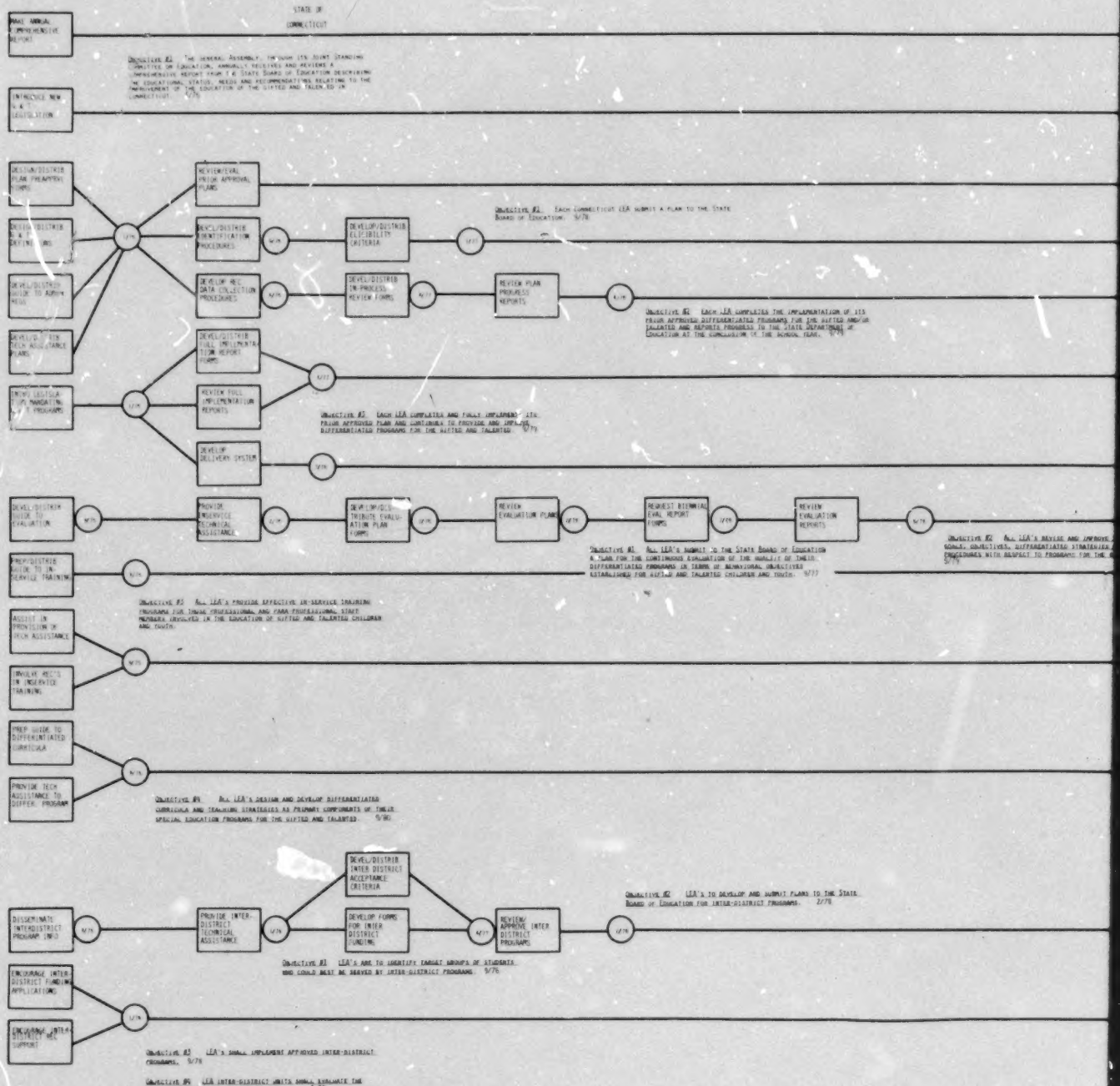
STATE OF CONNECTICUT


MAKE ANNUAL COMPREHENSIVE REPORT
INTERVIEW NEW L & LEGISLATION
DESIGN/DISTRIB PLAN PREAPPRVL FORMS
DESIGN/DISTRIB G & DEFINITIONS
DEVEL/DISTRIB GUIDE TO ADMIN MEAS
DEVEL/D. STR TECH ASSISTANCE PLANS
INFORM LEGISLA T. OF NARRATIVE PROGRAMS
REVIEW/APPROVAL UNION APPROVAL PLANS
DEVEL/DISTRIB IDENTIFICATION PROCEDURES
DEVELOP REC DATA COLLECTION PROCEDURES
DEVEL/DISTRIB FULL IMPLEMENTA TION REPORT FORMS
REVIEW FULL IMPLEMENTATION REPORTS
DEVELOP DELIVERY SYSTEM
DEVELOP/DISTRIB ELIGIBILITY CRITERIA
DEVEL/DISTRIB IN-PROCESS REVIEW FORMS
REVIEW PLAN PROGRESS REPORTS
DEVEL/DISTRIB GUIDE TO EVALUATION
PREP/DISTRIB GUIDE TO IN-SERVICE TRAINING
ASSIST IN PROVISION OF TECH ASSISTANCE
DEVELOP REC'S IN INSERVICE TRAINING
PREP GUIDE TO DIFFERENTIATED CURRICULA
PROVIDE TECH ASSISTANCE TO DIFFER. PROGRAM
PROVIDE INSERVICE TECHNICAL ASSISTANCE
DEVELOP/DISTRIB EVALUATION PLAN FORMS
REVIEW EVALUATION PLANS
REQUEST BIENNIAL EVAL REPORT FORMS
REVIEW EVALUATION REPORTS
DISSEMINATE INTERDISTRICT PROGRAM INFO
PROVIDE INTER-DISTRICT TECHNICAL ASSISTANCE
DEVEL/DISTRIB INTER DISTRICT ACCEPTANCE CRITERIA
DEVELOP FORMS FOR INTER DISTRICT FUNDING
REVIEW/ APPROVE INTER DISTRICT PROGRAMS
ENCOURAGE INTER DISTRICT FUNDING APPLICATIONS
ENCOURAGE INTER DISTRICT REC SUPPORT

Objective #1 THE GENERAL ASSEMBLY, THROUGH ITS JOINT STANDING COMMITTEE ON EDUCATION, ANNUALLY RECEIVES AND REVIEWS A COMPREHENSIVE REPORT FROM THE STATE BOARD OF EDUCATION DESCRIBING THE EDUCATIONAL STATUS, NEEDS AND RECOMMENDATIONS RELATING TO THE IMPROVEMENT OF THE EDUCATION OF THE GIFTED AND TALENTED IN CONNECTICUT. 9/76

Objective #2 EACH CONNECTICUT LEA SUBMIT A PLAN TO THE STATE BOARD OF EDUCATION. 9/78

Objective #2 EACH LEA COMPLETES THE IMPLEMENTATION OF ITS PRIOR APPROVED DIFFERENTIATED PROGRAMS FOR THE GIFTED AND/OR TALENTED AND REPORTS PROGRESS TO THE STATE DEPARTMENT OF EDUCATION AT THE CONCLUSION OF THE SCHOOL YEAR. 9/79

Objective #3 EACH LEA COMPLETES AND FULLY IMPLEMENTS ITS PRIOR APPROVED PLAN AND CONTINUES TO PROVIDE AND IMPLEMENT DIFFERENTIATED PROGRAMS FOR THE GIFTED AND TALENTED. 9/77

Objective #1 ALL LEA'S SUBMIT TO THE STATE BOARD OF EDUCATION A PLAN FOR THE CONTINUOUS EVALUATION OF THE QUALITY OF THEIR DIFFERENTIATED PROGRAMS IN TERMS OF BEHAVIORAL OBJECTIVES ESTABLISHED FOR GIFTED AND TALENTED CHILDREN AND YOUTH. 9/77

Objective #2 ALL LEA'S REVISE AND IMPROVE GOALS, OBJECTIVES, DIFFERENTIATED STRATEGIES PROCEDURES WITH RESPECT TO PROGRAMS FOR THE G 9/79

Objective #3 ALL LEA'S PROVIDE EFFECTIVE IN-SERVICE TRAINING PROGRAMS FOR THEIR PROFESSIONAL AND PARA PROFESSIONAL STAFF MEMBERS INVOLVED IN THE EDUCATION OF GIFTED AND TALENTED CHILDREN AND YOUTH.

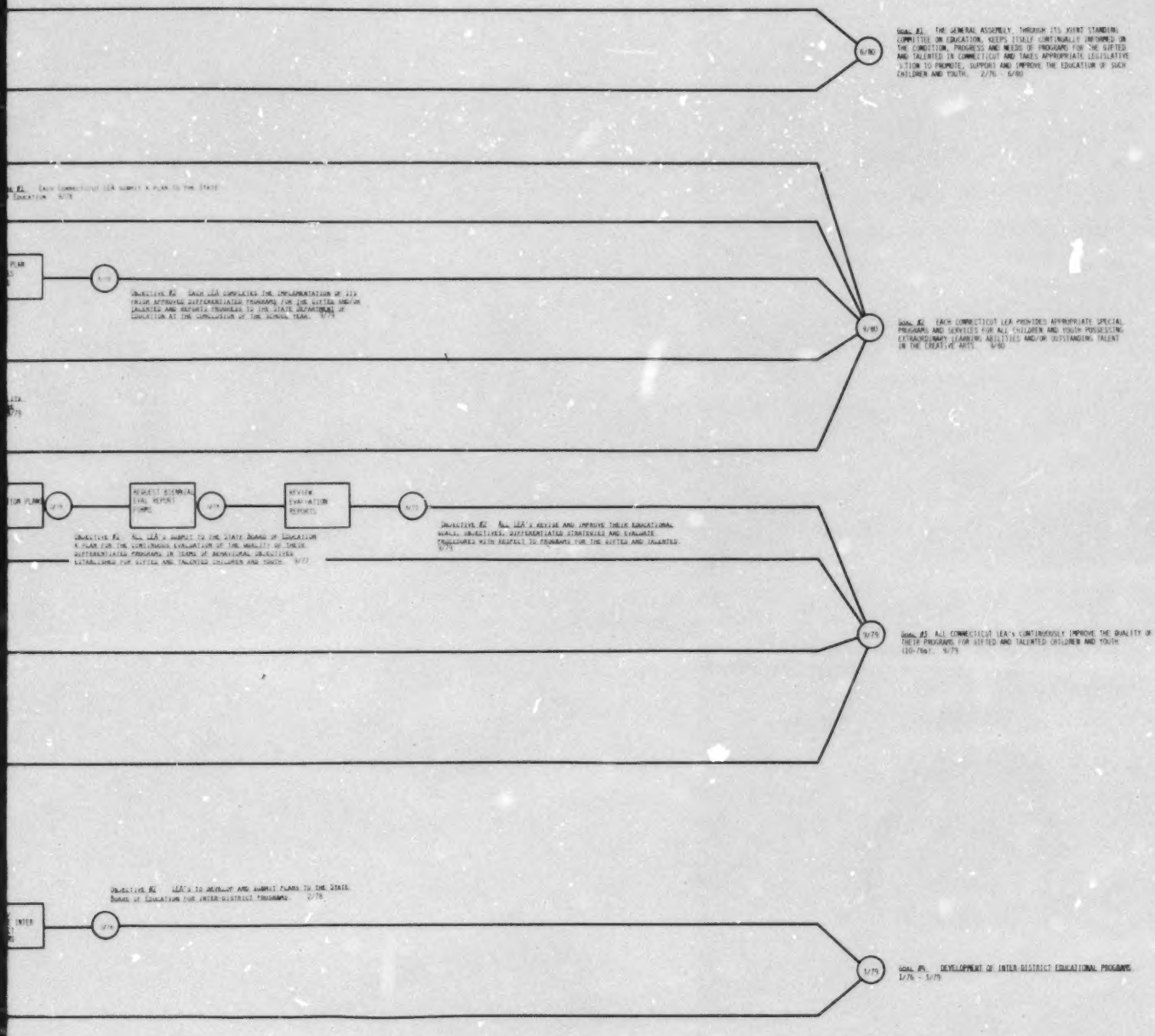
Objective #4 ALL LEA'S DESIGN AND DEVELOP DIFFERENTIATED CURRICULA AND TEACHING STRATEGIES AS PRIMARY COMPONENTS OF THEIR SPECIAL EDUCATION PROGRAMS FOR THE GIFTED AND TALENTED. 9/80

Objective #2 LEA'S TO DEVELOP AND SUBMIT PLANS TO THE STATE BOARD OF EDUCATION FOR INTER-DISTRICT PROGRAMS. 2/78

Objective #3 LEA'S ARE TO IDENTIFY TARGET GROUPS OF STUDENTS WHO COULD BEST BE SERVED BY INTER-DISTRICT PROGRAMS. 9/78

Objective #3 LEA'S SHALL IMPLEMENT APPROVED INTER-DISTRICT PROGRAMS. 9/78

Objective #4 LEA INTER-DISTRICT UNITS SHALL EVALUATE THE EFFECTIVENESS OF THEIR PROGRAMS ANNUALLY. 9/79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Goal #2 THE GENERAL ASSEMBLY, THROUGH ITS JOINT STANDING COMMITTEE ON EDUCATION, KEEPS ITSELF CONTINUALLY INFORMED ON THE CONDITION, PROGRESS AND NEEDS OF PROGRAMS FOR THE GIFTED AND TALENTED IN CONNECTICUT AND TAKES APPROPRIATE LEGISLATIVE ACTION TO PROMOTE, SUPPORT AND IMPROVE THE EDUCATION OF SUCH CHILDREN AND YOUTH. 2/76 - 6/80
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Goal #3 ALL CONNECTICUT LEA's CONTINUOUSLY IMPROVE THE QUALITY OF THEIR PROGRAMS FOR GIFTED AND TALENTED CHILDREN AND YOUTH (10-76a). 9/79
Objective #2 LEA's TO DEVELOP AND SUBMIT PLANS TO THE STATE BOARD OF EDUCATION FOR INTER-DISTRICT PROGRAMS. 7/75
1/79
Goal #4 DEVELOPMENT OF INTER-DISTRICT EDUCATIONAL PROGRAMS. 1/76 - 1/79

GOALS AND OBJECTIVES ARE EXPECTED OUTCOMES AT THE SCHOOL DISTRICTS, STRATEGIES [ ], ARE EDUCATION AGENCY ACTIVITIES DESIGNED TO SUPPORT THE SCHOOL DISTRICTS.

CONNECTICUT STATE PLAN FOR THE GIFTED AND TALENTED
1975 - 1980

Section 4

SUMMATION:

A. The five year plan for special education for the gifted and talented was initially drafted in February 1974.

B. The State Board of Education through its Bureau of Pupil Personnel and Special Educational Services began to implement it immediately.

C. The goals, objectives and working strategies are quite comprehensive and will require a tremendous number of work hours before they can be achieved. Steps have been taken to mobilize all professional and lay personnel related to the education of the gifted and talented throughout Connecticut so that these goals might be achieved by the dates indicated.

D. The plan encompasses the three basic concepts of good planning.

1. Position Statement
2. Needs Assessment
3. Goals, Objectives, Strategies

It should be noted that the various key components necessary for a quality state program for the gifted and talented are contained in Section III of the plan. For example, Objective #1 of Goal #2 requires each LEA to submit a comprehensive plan for their gifted and talented children and youth. Sequentially through Strategy #1, the SEA will provide a delivery system and technical assistance to assist the LEA in achieving this objective.

As the state plan is read you will note the sequential development in this section with:

1. prior approval of LEA programs and plans.
2. screening and identification of pupils.
3. minimum services to such children and youth.
4. in-service training and professional development at graduate level.
5. consideration by LEA's to introduce more promising programs.
6. plans for continuous evaluation.
7. developing and disseminating various guides and information to LEA's for utilization by gifted and talented programs.
8. revising and improving goals, objectives, etc. at LEA and SEA levels.
9. encouraging regional and inter-district program development by groups of LEA's.
10. legislative implications for the General Assembly
11. encouraging various strategies for change.